

## University of Hawaii Maui College Hawaiian Ethnobotany Lab

**Course Alpha. See HELP for information.**

HWST

**2. Course Number. See HELP for information.**

211L

**3. Course Title/Catalog Title. See HELP for information.**

Hawaiian Ethnobotany Lab

**4. Number of Credits. See HELP for information.**

1

**5. Contact Hours/Type. See HELP for information.**

- Hour lab (3)

**6. Course Description. See HELP for information.**

Studies the interactions between the Hawaiian culture and plants/plant environments. Considers different levels and types of interactions and patterns of interactions between people and plants. Places emphasis on the importance of cultural upbringing. Includes field trips in lieu of labs.

**7. Pre-Requisites. Please click on HELP icon for style sheet.**

BOT 105                      Hawn Ethnobotany

HWST 211                    Hawn Ethnobotany

HWST 211 or BOT 105, either with a C or better (or concurrent enrollment)

**8. Co-requisites**

**9. Recommended Preparation.**

**10. Is this a cross-listed course? See help for information.**

BOT 105 L -

**11. Reason for Proposal. Why is this course being proposed or modified? See help for information, as this question requires specific information as part of the explanation.**

Hour lab

This course meets several of our UHMC 2003-2010 Strategic Plan goals. As a new BOT 105L/HWST 211L, 1-credit laboratory course offering, this class strengthens our liberal arts program offerings, increases the Natural Science laboratory courses now available, and helps to meet the surveyed student demand for more and different kinds of HWST courses.

**2. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. See help for more information.**

Spring 2013

**13. Grading Method. What grading methods may be used for this course? See help for information.**

- Standard (Letter,Cr/NCr,Audit) (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? See help for information.**

NO

**15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. See HELP for more information on SLOs.**

Course SLO/Competency	Students will develop new perspectives on how we interact with plants in a laboratory setting.	Students will discover and explore many different types of interactions and patterns of interactions between people and plants while performing laboratory exercises..
Describe and practice the assigned method of performing scientific experiments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Perform introductory laboratory exercises demonstrating use of plants and their influence upon the culture of Hawai'i.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/GESLO	Creativity - Able to express originality through a variety of forms.	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.
Describe and practice the assigned method of performing scientific experiments.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Perform introductory laboratory exercises demonstrating use of plants and their influence upon the culture of Hawai'i.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/PSLO	Students will demonstrate knowledge of:	Natural systems and environmental issues.	The individual in relation to behavior, ideas and values.	The diversity of human conditions and cultures in local and global communities.	Techniques of creative expression and its evaluation.	Multiple dimensions of Hawai'i.
Describe and practice the assigned method of performing scientific experiments.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Perform introductory laboratory exercises demonstrating use of plants and their influence upon the culture of Hawai'i.		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

**Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

**Facilitate the SLOs.**

Students will develop new perspectives on how we interact with plants in a laboratory setting.

Students will discover and explore many different types of interactions and patterns of interactions between people and plants while performing laboratory exercises..

Competency/Content	1-2 weeks Hawaiians and their plants	1-2 weeks Religious dimensions in Hawaiian agriculture	1-2 weeks Staple crops of kalo and uala	1-2 weeks Other land plants used for food and drink	1-2 weeks Other land plants used for food and drink	1-2 weeks Clothing and kapa	1-2 weeks Clothing and kapa	1-2 weeks Cordage for all occasions	1-2 weeks Houses and household furnishing	1-2 weeks Canoes and fishing	1-2 weeks Food transportation, preparation and storage	1-2 weeks Chiefly regalia, wooden religious images	1-2 weeks Hula, music, adornment	1-2 weeks Class project sharing
Students will develop new perspectives on how we interact with plants in a laboratory setting.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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**17. Recommended Course Content and Timeline. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "RECOMMENDED COURSE CONTENT..." and enter text in that screen. Course content connects to and facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

Content
1-2 weeks Hawaiians and their plants
1-2 weeks Religious dimensions in Hawaiian agriculture
1-2 weeks Staple crops of kalo and uala
1-2 weeks Other land plants used for food and drink
1-2 weeks Other land plants used for food and drink
1-2 weeks Clothing and kapa
1-2 weeks Clothing and kapa
1-2 weeks Cordage for all occasions
1-2 weeks Houses and household furnishing
1-2 weeks Canoes and fishing
1-2 weeks Food transportation, preparation and storage
1-2 weeks Chiefly regalia, wooden religious images
1-2 weeks Hula, music, adornment
1-2 weeks Class project sharing

**18. Recommended Evaluation and Assessment Methods. See help for information.**

- Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics. (0)
- Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics. (0)

- Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics. (0)
- Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics. (0)
- Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics. (0)
- Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics. (0)
- Other, not included in above (0)
- Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics. (0)
- Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics. (0)
- Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics. (0)

Method of Evaluation	Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.	Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.	Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.	Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.	Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics.	Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics.	Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.	Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.	Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.	Other, not included in above
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**Course SLOs**

Describe and practice the assigned method of performing scientific experiments.										
Perform introductory laboratory exercises demonstrating use of plants and their influence upon the culture of Hawai'i.										

**Course Competencies**

Students will develop new perspectives on how we interact with plants in a laboratory setting.										
Students will discover and explore many different types of interactions and patterns of interactions between people and plants while performing										

laboratory exercises..										
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<b>Method of Evaluation</b>
Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.
Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.
Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.
Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics.
Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics.
Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.
Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.
Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.
Other, not included in above

19. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on the HELP icon.

<b>Program SLO</b>
Students will demonstrate knowledge of:
Natural systems and environmental issues.
The individual in relation to behavior, ideas and values.
The diversity of human conditions and cultures in local and global communities.
Techniques of creative expression and its evaluation.
Multiple dimensions of Hawai'i.

20. General Education Student Learner Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	<b>Creativity</b> - Able to express originality through a variety of forms. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly. <input checked="" type="checkbox"/> Preparatory Level
<input checked="" type="checkbox"/>	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level
	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
<input checked="" type="checkbox"/>	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Preparatory Level

Preparatory Level						
	Creativity	Critical Thinking	Information Retrieval and Technology	Oral Communication	Quantitative Reasoning	Written Communication
Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
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Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
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Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Other, not included in above	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<b>GenED SLO</b>
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

21. Linking. **CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING.** See **HELP** for more information.

22. Method(s) of delivery appropriate for this course. See **Help** for information.

- Classroom/Lab (0)

23. Text and Materials, Reference Materials, and Auxiliary Materials. See **Help** for information.

To be determined

24. Maximum enrollment. See **Help** for information.

20

25. Particular room type requirement. Is this course restricted to particular room type? See **Help** for information.

- YES  
On and off campus sites (lo'i, gardens, etc.) will also be used for hands-on teaching/learning.

26. Special scheduling considerations. Are there special scheduling considerations for this course? See **Help** for information.

NO

27. Are special or additional resources needed for this course? See **Help** for information.

Supplies, materials and small equipment to be used in labs will be needed.

28. Does this course require special fees to be paid for by students? See **Help** for information.

- YES  
There may be need for laboratory fees to be assessed to students depending on student numbers, time of year offered, and types and kinds of supplies required for the lab.

29. Does this course change the number of required credit hours in a degree or certificate? See **help** for information.

No.

30. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. See **Help** for information.

Degree	Program	Category
AA Liberal Arts:	AA	EL - Environmental Awareness Lab/Course w/ Lab LE - Elective
AS:	ANY	NS - Natural Science
AAS:	ANY	NS - Natural Science
BAS:	ANY	NS - Natural Science

<b>Developmental/ Remedial:</b>		
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31. Course designation(s) for other colleges in the UH system.

DY

32. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2011-2012, pages 13, 14, 101, 122

33. General Education Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

<b>Standard 1 - Written Communication</b> Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		1
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		1
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		1
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		2
Outcome 1.9 - Develop a personal voice in written communication.		2
<b>Standard 2 - Quantitative Reasoning</b> Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		1
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		0
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		0
Outcome 2.6 - Assess the validity of statistical conclusions.		0
<b>Standard 3 - Information Retrieval and Technology.</b> Access, evaluate, and utilize information effectively, ethically, and responsibly.		
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		1
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		1
Outcome 3.3 - Recognize, identify, and define an information need.		1
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and		2



authenticity of that information.		
<b>Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.</b>		2
<b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>		1
<b>Standard 4 - Oral Communication</b> Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.		
<b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>		1
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>		1
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>		2
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>		2
<b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>		2
<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>		2
<b>Standard 5 - Critical Thinking</b> Apply critical thinking skills to effectively address the challenges and solve problems.		
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>		2
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>		2
<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>		2
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>		2
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b>		2
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>		2
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>		2
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>		2
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>		2
<b>Standard 6 - Creativity</b> Able to express originality through a variety of forms.		
<b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>		1
<b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>		2
<b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>		2
<b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>		2
<b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>		2
<b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>		2

#### 34. Additional Information